

St Paul's C of E Primary School

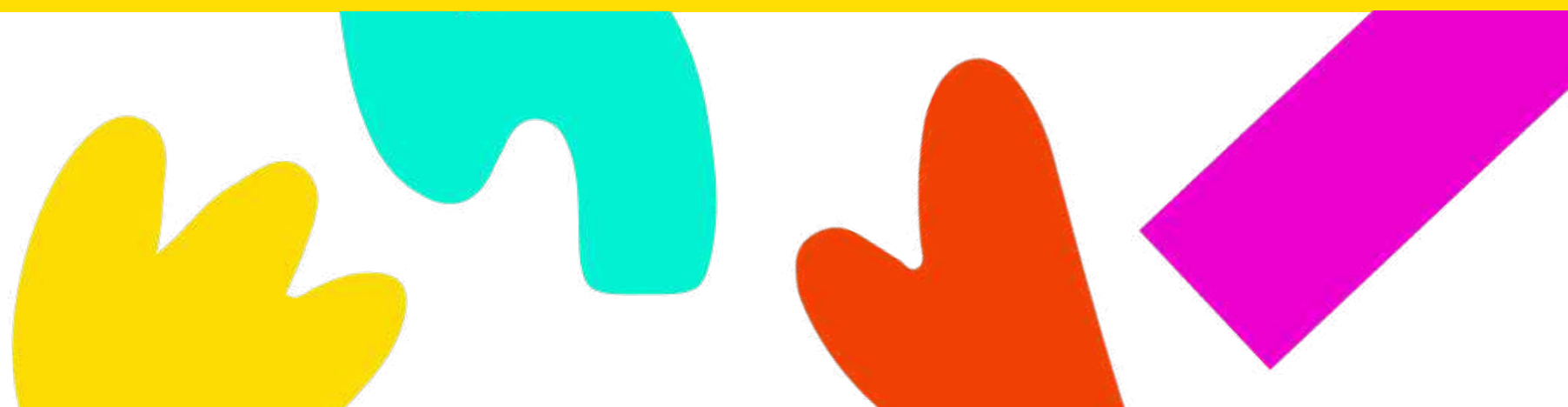
Life in all its fullness

Information Booklet
2025-26

‘Life in all its fullness’ John 10:10

*St Paul's Church of England (Voluntary Aided) Primary School
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Introduction

Welcome to St Paul's Primary School. This booklet is for parents and carers of all children at this school and for families of children who will join the school in the near future. We hope you will find it helpful and that you will keep it for reference.

If this is your first association with the school, we welcome you very warmly and look forward to a happy and successful working relationship over the coming years.

We believe that happy pupils perform better in school and in life. This is why one of our priorities is to create a positive school environment that enables everyone - children, staff and parents to flourish.



The children at St Paul's are joyful in their learning, embedding a life-long belief that learning is a thrilling journey of discovery.

Children are at the heart of everything we do and our small size means that we are able to know each child personally. As well as the pastoral benefits, our approach personalises learning around each individual, engaging the children in their interests to challenge and inspire.

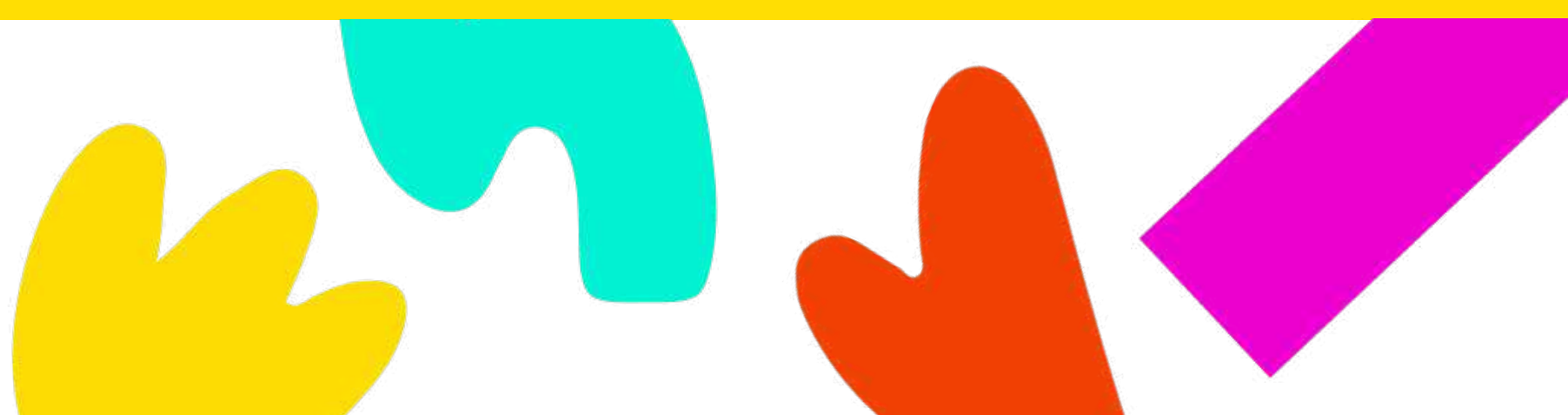
We champion a growth mind-set, allowing each child to take ownership and pride in their individual learning journey. This instils a love of learning that lasts for life. We take full advantage of the fact that we are within walking distance of a multitude of places that inspire children.

The participation of parents, governors and the wider community is greatly encouraged within the school. Close communication with parents is considered to be extremely important at St Paul's Primary School and we look forward to every family becoming a part of that.

If there is anything more you would like to know, or if you would like to visit the school, please telephone the office and arrange an appointment with the school administrator, Miss Dongyan Hao.

We welcome all visitors and will be very proud to show you around St Paul's.

Mrs Helen Darrell
Headteacher



St Paul’s School vision and values

Our Vision:

At St. Paul’s CE VA Primary School, we are committed to nurturing every child to live "life in all its fullness" (John 10:10). Rooted in our Christian values of love, wisdom, and a welcoming community, our mission is to help each child to thrive and reach their full potential.

Our vision is to be a beacon of love where all are valued equally. We aim to empower our children to make positive choices, and seek to welcome and embrace the diversity of our local and global communities.

Our Values:

LIVED VALUES AT ST. PAUL’S

Three core values of wisdom, love and welcoming community, form the basis of work in our school community.

WISDOM

Wisdom is one of the great themes of the Bible and covers all aspects of life. Wisdom helps us to learn how to live, in order to create peace and justice.

At St. Paul’s we aim to value the knowledge and skills which will enable our pupils to grow in wisdom and therefore learn to make good choices to enable the flourishing of all. Wisdom is gained by learning and learning is driven by curiosity. We thrive by asking questions, listening to answers, taking risks and creating an environment in which staff and pupils can explore, discover and create together.

Bible passage: ‘The Wise and Foolish Builders’ (Matthew 7:24-27)
We are building a strong foundation for life.

LOVE

Love is described in both the self-giving nature of Jesus and through the teaching of St. Paul’s in I Corinthians 13. Love involves respect, affection and concern for others.

At St. Paul’s, we aim to foster care, hope, respect and aspiration through love. We aim to show love; love for ourselves, love in strong friendships, love for our planet and through connection to a higher power.

Bible passage: ‘The Lost Sheep’ (Matthew 18:10-14, Luke 15:1-7)
We are all loved and equally valued.

WELCOMING COMMUNITY

Following Jesus’ example we aim to create an environment where all should flourish. St. Paul taught, using the example of the body (1 Corinthians 12:22-26), that we need each other. Welcoming community also includes the concepts of partnership and unity, as well as respect. All people have been made in the image of a caring God and all are valued equally, we show compassion for each other, for those in our community and for those across the globe.

At St. Paul’s we are proud of our multi-cultural and multi-faith community. True to our historic foundation as a Church of England school, through welcoming community and with dignity and respect, we seek to strengthen our relationships in order to be a symbol of unity in a divided world. We celebrate and serve our diverse community, welcoming everyone, all faiths and none.

Bible Passage: ‘The Good Samaritan’ (Luke 10:25-37)
We love our neighbours as ourselves.



St Paul’s learners...



Work together



Listen well



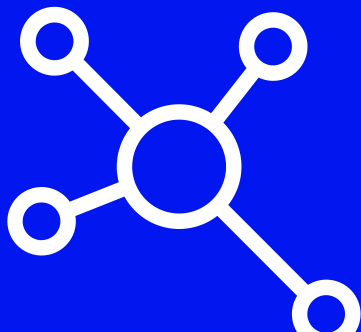
Share learning



Are resilient



Are curious



Make connections



Take risks

The Governors of St Paul's School

The Governing Body works closely with the Headteacher on the strategic direction of the school. It meets at least five times a year to discuss individual matters, such as the school curriculum and the school finances. The minutes of the Governors' meetings are available to all parents. Governors make regular monitoring visits, working closely with staff and external advisors to improve teaching and learning for all our children.

Governing Body

Please see our school website to meet all of our governors. <https://www.stpauls.cambs.sch.uk/governors/>

Meet our Co-chair of governors:

Alex Smith - Co Chair of Governors

Joined the governing body: 2020

I have been a governor since 2020 and as a parent I have been involved with St Paul's for nine years. My son is still at St Pauls and my daughter is now at Parkside having spent seven years at the school. I was on the PTFA as a class rep and really enjoyed the interaction with parents and other staff. Applying to be a governor in 2020 was a natural next step.

As an editor of a magazine for a large engineering institution I am passionate about good sustainability and effective communication.

I am keen on sport and am pleased that my role as a link governor for sport and outdoor activities has encompassed these interests

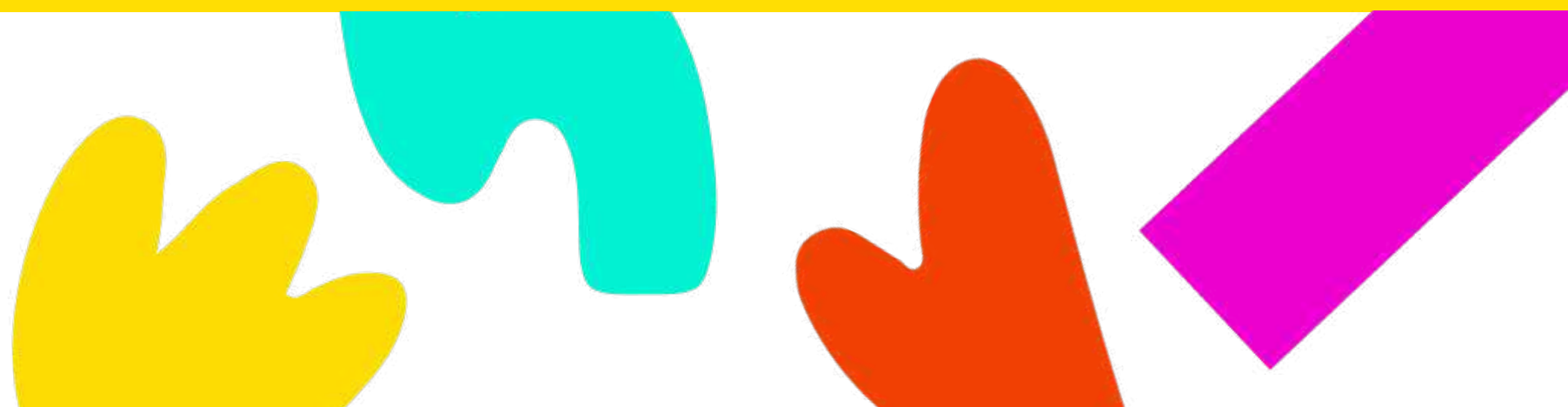


Emma Louise De Vaux - Co Chair of Governors

Joined the governing body: 2023

I am a dedicated and experienced early years professional teacher with over two decades of invaluable expertise. With qualifications as a specialist early years teacher, I bring knowledge and insight to my role as a school governor. My commitment to fostering the holistic development of children is underscored by my Theology award from St. John's, where I specialised in children and youth work.

As a mother of two children enrolled at St. Paul's, I possess a firsthand understanding of the needs and aspirations of the school community. Currently, I channel my passion for education and community engagement through my work at the Zion Baptist Church in Cambridge.



Admissions

Arrangements for parents to visit the school

Parents wishing to visit the school prior to application, or when accepting a place, are always welcome. The administrative staff will be pleased to provide a tour at a mutually convenient time. An appointment can be arranged to speak with the Headteacher.

Admissions

Further details of the arrangements as they affect your child will be sent to you during the summer term before admission.

It is Cambridgeshire County Council's policy to admit children to the year group appropriate to their date of birth. You may seek a place outside your child's normal age group if, for example, your child is summer born, gifted and talented, or has experienced problems such as ill health. For more information on acceleration or deferrals, please contact the Admissions Team. Contact details are The Admissions Team, OCT1221, The Octagon, Shire Hall, Castle Hill, Cambridge, CB3 0AP or email: admissions@cambridgeshire.gov.uk

For admission to any other year group please contact the Local Authority Admissions team.

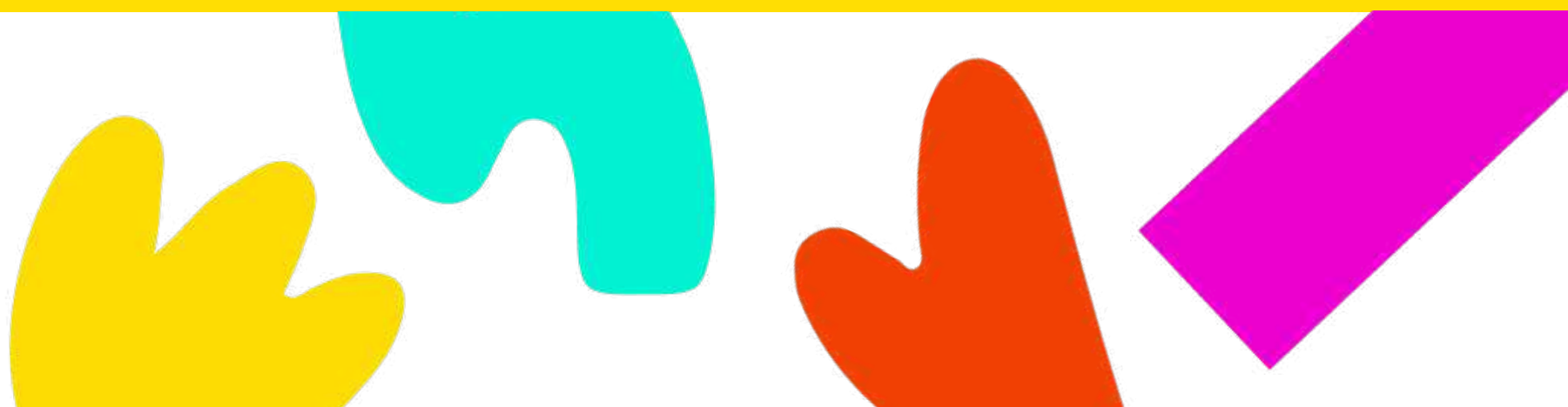
Staff members are happy to meet and talk with parents about their children throughout the school year, but it would be helpful if you would email, write or telephone to the school office in advance to arrange a mutually convenient time. There are formal times in the Autumn and Spring Terms when parents can meet teachers to discuss their child's progress more fully.

Appeals

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. For KS1 the legal limit in each class is 30 and for KS2 the figure is set by the Headteacher and Governors and is 30 in any given class. If the number of children wanting a place is below this set figure, all will be admitted. There may, however, come a point when there are too many children in that year group for them all to be given a place. If this should happen we will give priority to children according to a list of carefully agreed criteria.

If, having considered your case, we cannot offer you a place, then you have the right to discuss the matter with the Local Authority. Write to: School Admissions Appeal Officer, OCT1221, The Octagon, Shire Hall, Castle Hill, Cambridge, CB3 0AP or email: admissionappeals@cambridgeshire.gov.uk

Your case will be heard by an independent panel which has the power to override the decision of the LA.



The School Day

School grounds open 8.45 a.m.
School starts 8.55 a.m.
School gates close 8.55 a.m.
Lunch time 12.00 - 1.00 p.m.
School finishes 3.30 p.m.
School grounds close 3.45 p.m.

The school day

Please ensure that your child arrives promptly for the start of the school day at 8.55 a.m. Gates open at 8.45am.

All parents must accept responsibility for their children at the end of the normal school day. Children should be collected at 3.30 p.m. Year 6 children, with permission from parents to walk home alone, should go straight home. (Permission should be sent to school in writing).

Children who remain for after school clubs should be collected promptly. Any child who is not met by an adult at the end of the school day or after a club will be asked to wait by the School Office and not at the back of the school. If parents are unexpectedly delayed they should contact the School Office before 3.20 pm to make alternative arrangements.

School uniform

It is the expectation that all pupils will wear the St Paul's uniform. School clothing in the school's royal blue, with the school name on, is available to order online from a quality school uniform supplier. Please see the school website. Local stores may be used to purchase uniform in the appropriate colour. No shoes should have high heels.

Jewellery and nail varnish must not be worn in school. The only exceptions are watches and studs for pierced ears or medi-bracelets. These items must be removed during lessons involving physical exercise. Long hair should be tied back.

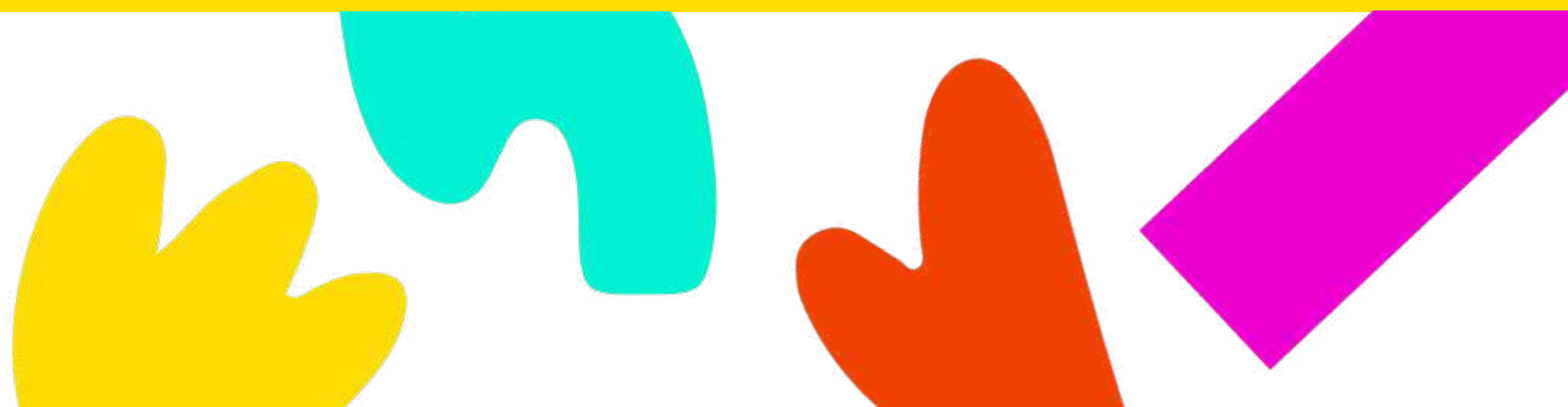
It is very useful to provide your child with an overall to protect clothing during art and craft lessons. For swimming, children need a swimming costume or trunks, and a towel.

Uniform:

- a grey skirt, pinafore dress, trousers or shorts (no leggings, jeans or tracksuit bottoms)
- a royal blue check dress can be worn for the summer
- a white polo-shirt
- a royal blue sweatshirt or cardigan *preferably with the school logo
- all black footwear (no shoes should have high heels)
- white or grey socks or tights

The P.E. kit is navy blue shorts with a white polo shirt. It is important that children have these items in school at all times. Please ensure that these items are washed regularly. Children should also wear trainers which support the feet. A black or dark blue tracksuit can be worn in the colder months.

All clothing and other personal items brought to school by children should be clearly marked with their names. All Physical Education clothing is available from the school website (www.stpauls.cambs.sch.uk).



Personal property

It is not advisable for children to bring valuables, money or mobile phones to school. If it is unavoidable, these must be given to the class teacher for safe keeping after registration. The school has no insurance for damage or loss. Children should not bring toys, books or games from home unless they are requested to do so by the class teacher.

Lost property

If any small items of unnamed property are found, e.g. glasses, they are put in a lost property box in the School Office. Large items, e.g. clothing, are placed in the courtyard and parents are encouraged to look here first if property has been lost.

School security

The school has a security-coded entrance system and a strict visitors' policy which is implemented during the school day. All helpers (including parents) must be checked by the Disclosure and Barring Service. For further details, contact the school office.

All visitors to school are required to sign the Visitors' Book in the School Office and to wear a visitor's badge whilst they are working in school. Children have been asked to be vigilant and report to a member of staff any unknown adult in school who is not wearing a visitor's badge.

Personal safety is an issue that we regularly address in assemblies and class discussions.

Parentmail

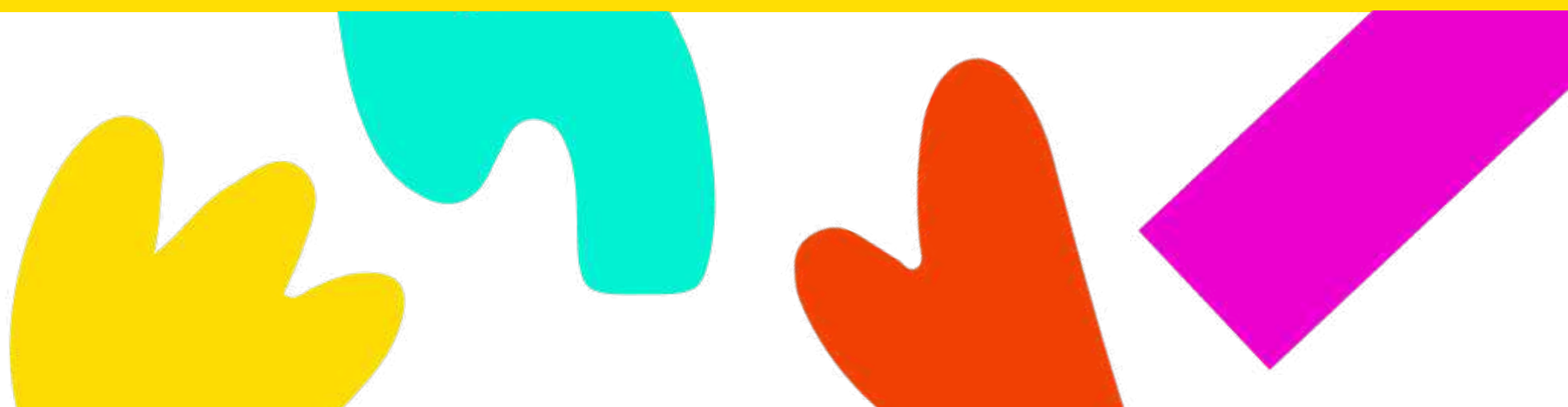
Letters from teachers and information about school events and clubs will usually be communicated via the mailing system 'Parentmail'. Please speak to the Office to set up an account. If you do not have access to e-mail, the office can arrange to send paper copies home with your child. On occasion, communication will come home via book bags.

Newsletter

A weekly newsletter is sent out via Parentmail. It will report on recent events and keep you up-to-date. This newsletter is also available on our website – stpauls.cambs.sch.uk.

School meals

Dolce are our school meals provider. They use a system called School Grid, which allows parents to pay for meals by Direct Debit, as well as by Debit/Credit card. Each meal costs £3.19. School meals for children in Reception, Year 1 and Year 2 are free. Families on a low income may be entitled to free school meals; if you think this may apply to you, please contact the school Office for more information. All parents should log in to their account to pre-order their children's meals, which can be booked daily, weekly or termly. The cut-off point to order a meal on the day is 9.30am. The School Grid system also allows parents to provide the caterer with information regarding any allergies, which blocks unsafe options from the pre-order menu and informs the cook on the lunchtime screen. There are also vegetarian options provided. At lunchtime, children select their name on a touch screen at the servery, where their meal choice is displayed to the cook, as well as any dietary needs. Please contact the Office to set up an account for your child.



Health and Welfare

Medical Welfare

Please let us know if you are aware of any medical conditions that may affect your child's learning or behaviour.

Parents are asked to notify the school if their child develops any illness that could affect their school life (e.g., eczema, asthma) and whether there are any foods to which they are allergic.

When a child is taken ill at school, parents are contacted as soon as possible so that the child may be collected from school. For this reason, parents are asked when their child starts school to complete a registration form telling us where either parent may be contacted during the day and to provide us with a local contact when the parents are unobtainable. If the school is unable to make contact your child will either be taken to their own doctor's surgery or to the Accident & Emergency Department at Addenbrooke's Hospital. In rare instances where an ambulance has to be called, a member of staff will accompany the child to hospital if the school has been unable to contact parents. The School Office will continue efforts to communicate with the parents who should then relieve the member of staff at the hospital.

Child Protection Procedures

The Local Authority requires Headteachers to report any obvious or suspected case of child abuse, which includes non-accidental injury, severe physical neglect, emotional abuse or sexual abuse. This procedure is intended to protect children at risk, and schools are encouraged to take the attitude that where there are grounds for suspicion, it is better to be safe than sorry. It is hoped that parents, appreciating how difficult it is for Headteachers to carry out this delicate responsibility, will accept that the Headteacher will act in what is believed to be the child's best interests.

The Governing Body subscribes to safer recruitment procedures and all newly-appointed staff and parental helpers and volunteers must be police-checked and checked by the Disclosure and Barring Service prior to taking up their respective posts.

Absence from school

If your child is absent from school, please contact the school on the first day informing us of their absence and the reason for this. The school office will then contact the parents of any children who are absent whose parents have not yet made contact following the closure of registers, to request the reason for the absence. If no reason is given, then the absence will be noted as unauthorised. A short-term absence, e.g. attending a music examination, will require parents to complete a short term absence form available from the School Office.

Holidays during term time are not permitted but we do understand that occasionally circumstances make absences unavoidable. The absence request form must be completed by the parent and returned to school before the absence commences. The form asks you to indicate what is the exceptional nature of the request. On very rare occasions longer time may be required and in this instance parents should put their request in writing to the Chair of Governors. Any additional leave will be counted as unauthorised absence.

From time to time there will inevitably be compassionate or other unavoidable grounds for children to be taken out of school during term time.

Teachers may give limited discretionary academic support for children going away during term time but parents should be aware that this will not be as comprehensive as they would gain if remaining in school. The Headteacher does not expect teachers to necessarily mark this work.

As part of our monitoring procedures for attendance, the attendance of all pupils is scrutinised on a regular basis which may be followed up by letters or a formal meeting request depending on the attendance concern as outlined in the County guidelines for managing attendance.

Please keep us up to date with any changes in home or work-place numbers.



Pastoral care

Pastoral care is the concern of the class teacher. If problems arise, it is in the child's best interest to raise these as soon as possible.

If you are aware of a problem, please contact your child's class teacher. If only a short conversation is necessary, then the staff are generally available just before school commences and after school finishes. However, please do not disturb the class teacher once the children are in the classroom but leave a message with the School Office and the teacher will contact you as soon as possible. If you are unable to share the issue or problem with the class teacher, then please contact the Deputy Headteacher or Inclusion Manager. Finally, if the issue remains unresolved please contact the office to arrange an appointment to see the Headteacher.

Behaviour and Anti-Bullying Policy

Our school policy, which focuses on being positive and encouraging, can be accessed on the school website. There are clear rewards for doing the right thing in school. There are also consequences when children make inappropriate choices.

The anti-bullying policy follows on from this. We have to be clear about the distinction between bullying behaviour and children simply falling out. Nevertheless, we have a clear procedure to follow when bullying behaviour is evident. This procedure is also used to help children sort out their differences. The policies can be viewed on the school website.

Road safety

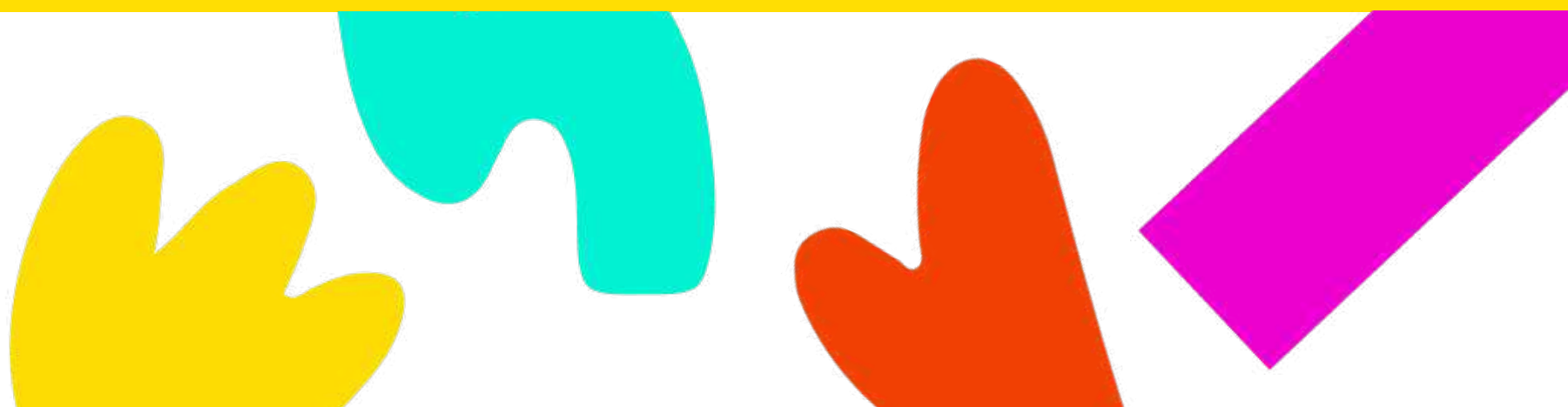
Pay-and-display parking spaces in the vicinity of the school are very limited and there is no parking available on the school premises for parents. The area around St Paul's School houses five other schools, and at about 8.45 a.m. the streets are extremely busy. Cycling and riding on scooters is not permitted on school grounds by parents or children, so please dismount whilst on school property.

Children cycling to school must at all times be accompanied unless they have passed their safe cycling course (Bikeability).

Bikeability is a course that is provided in school for children in Year 6 (10- and 11-year-olds). Parents are strongly urged to provide safety helmets for their children when they cycle to school.

Accidents

In the event of an accident the school will make every effort to contact parents. Appropriate First Aid may be given by a qualified member of staff. An ambulance will be sent for in the case of major accidents. If during the course of the school day a child suffers an injury involving the head, parents will be contacted if a child is in need of more care. Otherwise parents will receive a "bump" form alerting them to the injury. The form will contain a brief summary of the accident and the treatment that has been given. Parents are requested to monitor their child should they receive a bump form. We will, of course, continue to monitor throughout the school day. All accidents are logged and major ones are reported to the Local Authority.



Illnesses

Disease Incubation period Minimum period of absence from school

Chickenpox 11-21 days 5 days from onset of rash

Diphtheria 2-5 days Until bacteriological examination is clear

Food poisoning 2-24 hours Until clinically fit

German measles 14-21 days 5 days from onset of rash

Measles 10-15 days 7 days from onset of rash

Mumps 15-24 days 5 days from onset of swollen glands

Severe sore throat 2-5 days Until appropriate treatment has been given

Whooping cough 7-10 days 21 days from onset of cough

If your child suffers diarrhoea and/or vomiting, please keep him or her away from school until 48 hours after the symptoms cease. If you feel it necessary to administer any medicine, then please do not send your child to school until they no longer require the medication.

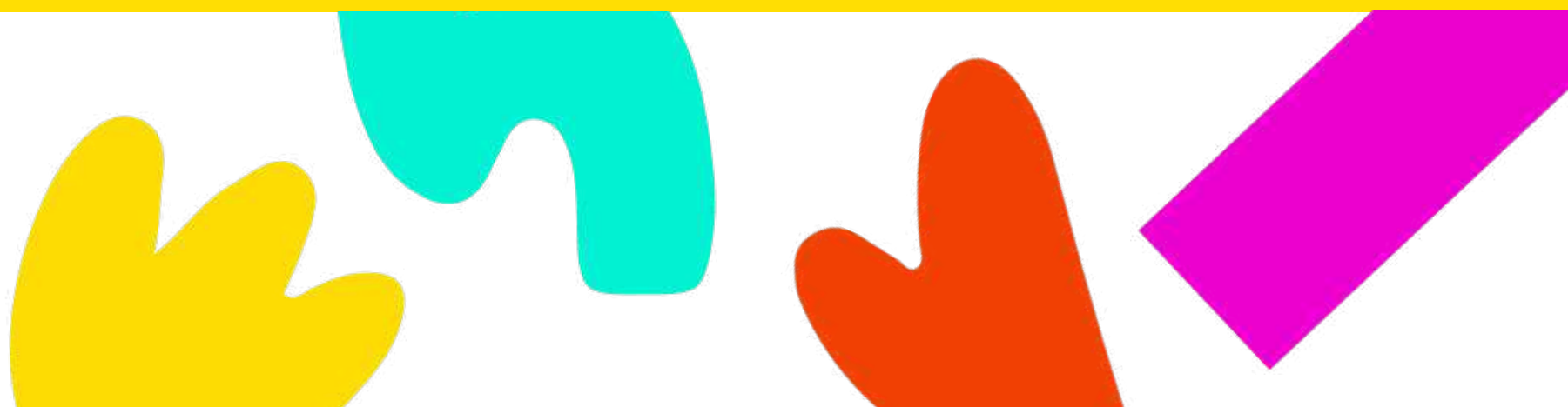
The information above is only a guide and it must be stressed that if you are in any doubt whatever, you should consult a doctor.

Medicines in school

The staff have in loco parentis responsibilities for the welfare of children during school time, but the administering of prescribed medicines at prescribed times falls outside those responsibilities. Most medicines can be taken outside the school day. If this is not possible, parents or guardians may come into school themselves to give children the prescribed dose if this is not possible there is a permission form that would need to be filled in for prescribed medicines to be given during the school day.

Complaints

Any complaint about school matters should first be brought to the attention of the Headteacher and relevant staff. If the complaint is not resolved, a formal complaint may be made to the Governing Body. A complaints policy is in operation and a copy is available from the School Office. It is also accessible on the school website.



Curriculum

Curriculum, Organisation and Teaching Methods

Our curriculum is evidence-led and informed by best practice.

Our innovative feedback model ensures children receive feedback at optimal points, and are also supported to feedback with their peers. Children in turn are asked termly to feedback on the curriculum and learning experience to ensure continual improvement.

We strive for our classroom environment to be relaxed, open and accepting; instilling a spirit of ambition without unnecessary pressure, rooted in a growth mind-set.

We support children to believe in their potential, and to take proud ownership of their learning journey which will stay with them through their education.

Our curriculum is designed to allow children to have enriching experiences, to make connections with other learning and to build on skills from previous learning.

The areas of the curriculum may be taught separately or may be integrated in a topic or project. We believe it is important to be flexible in our management of the learning environment. There are times when children work individually, in groups or as a whole class. A wide range of teaching methods are employed to ensure that each individual child's needs are addressed through a differentiated curriculum.

Reception Class (The Early Years Foundation Stage - EYFS) (4-5 years)

The Early Years Foundation Stage (EYFS) is crucial to every child's development, and during these years most basic skills and attitudes to learning and socialising are established. The National EYFS Curriculum, which precedes the National Curriculum for Key Stages 1-4 (5 to 16 years), consists of seven Areas of Learning:

The Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific areas are:

- Literacy
- Mathematics
- Understanding of the World
- Creative Development

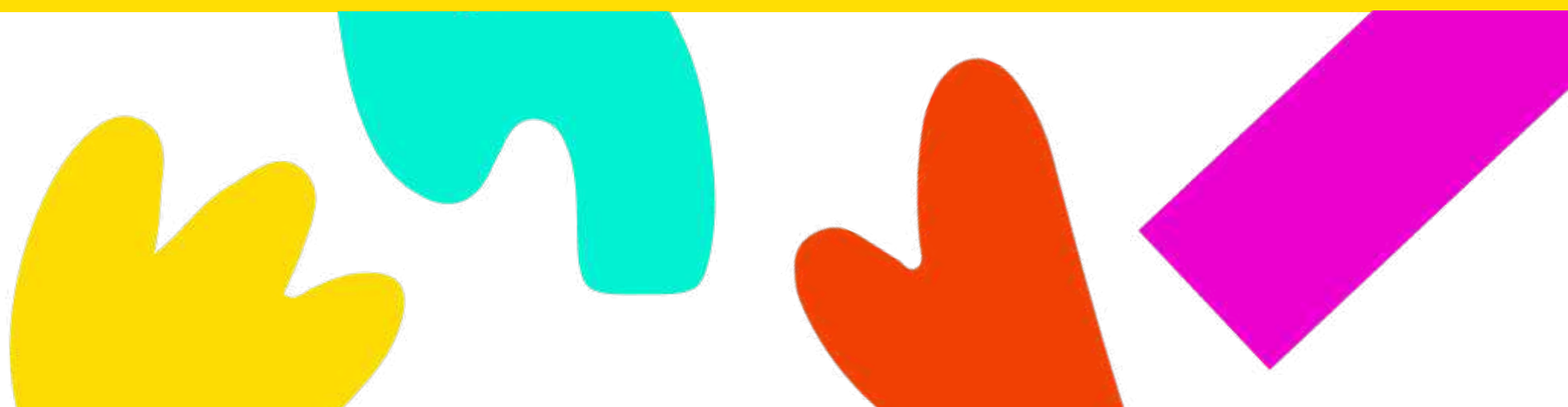
The emphasis in the EYFS is on active learning through play, and much of the learning is child-initiated rather than teacher-led, although there will always be a high degree of structure and interaction with the adults in the Reception classroom.

Key Stages

Key Stage 1: Years 1 & 2; Key Stage 2: Years 3-6;

The National Curriculum for primary schools consists of:

- Core subjects: -
English, Mathematics and Science
- Foundation subjects:
Computing, Design and Technology, Music, History, Art, Geography, Physical Education, Personal Social Health Education (PSHE), Modern Foreign Languages (KS2)
- Religious Education (compulsory for all pupils.)





English

Within the school day, children have many opportunities to develop speaking and listening, reading and writing skills. Through the use of high quality texts, as well as phonics lessons, our aim is to develop confident, enthusiastic readers who will continue to read for pleasure throughout their lives. Early readers are given regular opportunities to read aloud with an adult and are expected to read at home every day.

Children are inspired to write by having a real purpose to their writing and/or a real audience. Punctuation, grammar and spelling are essential to high quality writing and so children have direct teaching of these essential skills. Children also learn how to plan, draft, edit and improve their writing. Cursive handwriting is taught throughout the school and children are encouraged to take pride in their work through developing presentation skills. As children grow as writers they are given more opportunities to produce pieces of extended writing, in other subject areas, as well as English.

Mathematics

Children are taught to have a sense of the size of a number and where it fits into the number system. They learn number facts (number bonds, multiplication tables, doubles, halves) for instant recall. Children learn to perform the 4 operations: addition, subtraction, multiplication and division by using a variety of strategies including formal methods. Work is also done on other mathematical areas including measurement, geometry and statistics. A significant emphasis is placed on the importance of developing problem-solving strategies and reasoning. Children are taught key mathematical vocabulary and challenged to develop mastery of concepts through the use of concrete resources, pictorial representations and abstract approaches.

Science

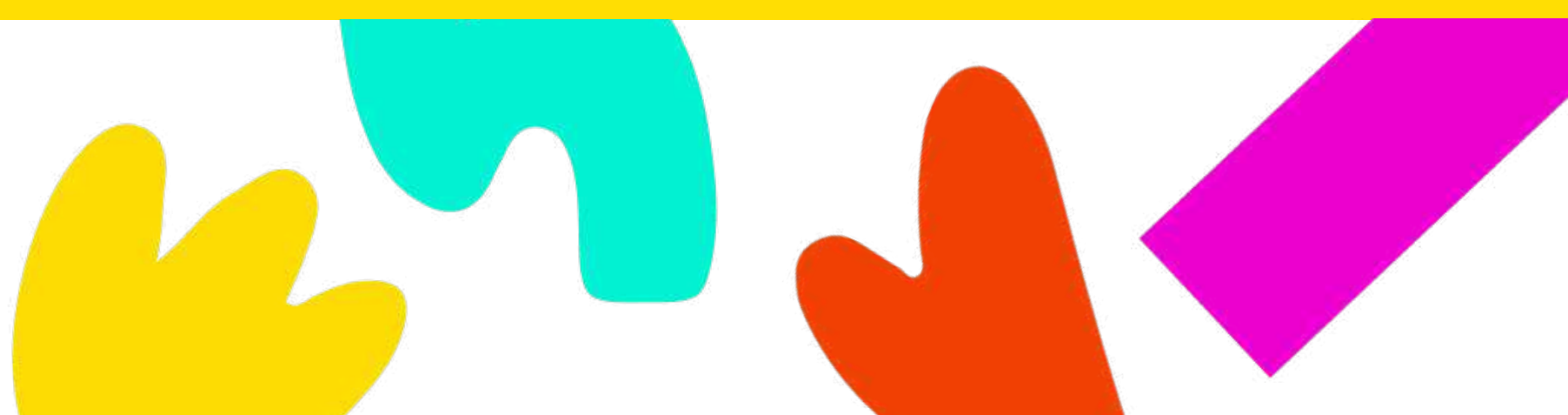
Children are taught how to behave as scientists and gain scientific knowledge through the exploration of different science topics. Children are also encouraged to consider the impact and use of science in the wider world, the natural environment, the workplace, technology and challenges for the future. Where possible, we aim to use the many resources on our doorstep and the expertise amongst within our school community.

Computing

Through computing we aim to provide a safe, inclusive and evolving environment to equip, enthuse and empower the children to embrace lifelong learning in a digital world. At St Paul's we have code-able devices, i-pads and laptops to deliver the computing curriculum. We ensure e-safety is given a prominent status and is taught as part of each project undertaken within computing and any other time children use digital devices to support their learning

Design and Technology

Children are given the opportunity to develop their design and technology skills through focused practical activities involving working with a range of materials and tools. Projects will be topic-linked and follow a design, make and evaluate model. Food technology is also part of this curriculum area. Children are taught to work in a context of hygiene and safety and to apply the principles of nutrition and healthy eating.



History

Being located in the heart of Cambridge, where possible, we use the history of Cambridge and the local community to enhance our history curriculum. Pupils learn about significant people, events and places from both the recent and distant past. They also learn about how the past has impacted the present.

Geography

We encourage a curiosity about the place where we live through fieldtrips in and around Cambridge. These may be linked to other subject areas or have a specific geographical focus. Children's curiosity about other parts of the UK and the rest of the world is heightened through our cross-curricular approach to Geography. Having a diverse and international population here at St. Paul's, brings the world into our classrooms and makes Geography meaningful and personal.

Art

At St. Paul's we teach and encourage our children to both observe carefully and respond to stimuli in creative and varied ways. We teach our children to use a variety of tools and materials with increasing skill and confidence. They are encouraged to express opinions about their own work and that of others; drawing on a developing knowledge of colour, pattern, texture, shape, form, line and tone.

Music

Children are encouraged to develop their listening skills, to sing and to use a wide range of pitched and un-pitched percussion instruments in composition and performance. St Paul's has a tradition of encouraging children to learn an instrument. Tuition is provided by individual tutors and instruments may be available for hire through them. The purchase or hire of an instrument and the payment for tuition is the responsibility of parents. Please see the school's website for further information.

Religious Education

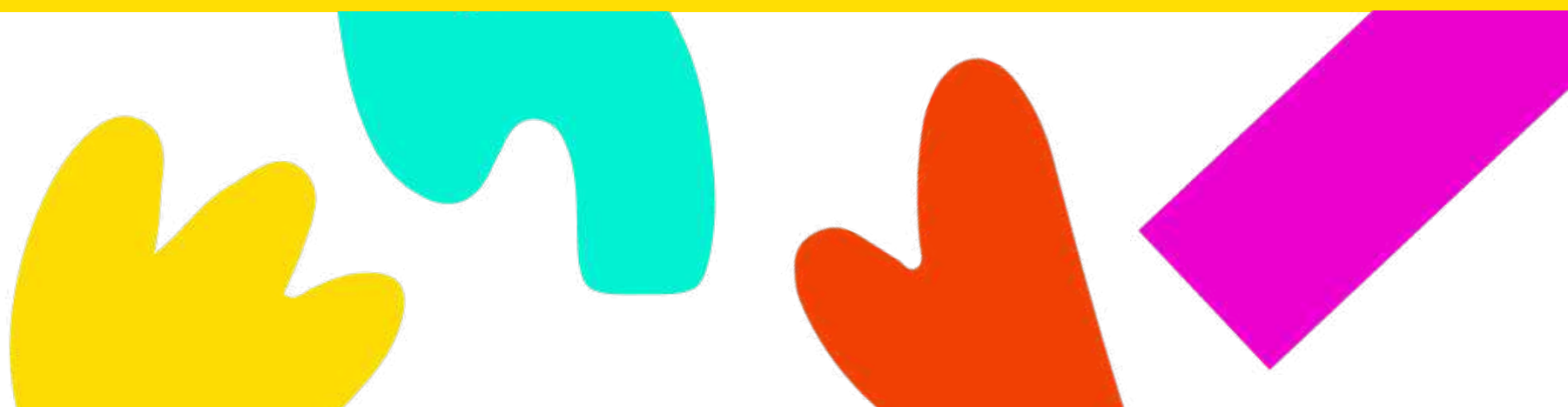
'RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the social, moral, spiritual and cultural development of pupils and supports wider community cohesion.' (gov.uk)

At St Paul's we study the six major world religions with an emphasis on Christianity. We learn about the beliefs, celebrations and everyday lives of believers and explore what it means to have a faith. RE lessons enable children to investigate and reflect on some of the most fundamental questions asked by people and to develop tolerant and inclusive attitudes whilst exploring their own spiritual knowledge and understanding.

Parents have a right to withdraw their children from Collective Worship or RE lessons should they wish. Parents are invited to contact the school in writing and then discuss the issue with the Head teacher so that arrangements can be made on an individual basis. We would also ask that parents would re-confirm this each year.

Modern Foreign Languages

At St Paul's we highly value the importance of learning a foreign language as we believe this is a valuable, lifelong skill for all our pupils. All Key Stage 2 children are given the opportunity to learn French on a weekly basis, from Year 3 to Year 6. We follow a skills based curriculum which draws from the 2014 National Curriculum Programme of Study and allows for progression throughout the whole Key stage.





Physical Education

Physical Education plays an important part in the school curriculum and in the life of the school. All classes deliver 2 hours of P.E. every week and the children are encouraged to enjoy games and are taught to improve individual performance. They are expected to adopt good sporting behaviour when playing competitive sport in school or in matches against other schools. Through participation in a variety of sporting activities, children improve their physical fitness and become more aware of how this contributes towards their general health and well-being.

Children change in their classrooms for PE. However, the Year 5 and 6 boys and girls change in separate classrooms. Should any child be uncomfortable with the arrangements, then parents can advise the school who will endeavour to make alternative arrangements e.g. allow a child to change at break or lunchtime with appropriate supervision.

In Key Stage 1 the children participate in a range of multi-sports activities, which includes gymnastics and dance, while they are introduced to more competitive sporting activities like tag rugby, cricket, tennis and netball in Key Stage 2. St Paul's, in partnership with Premier Sport, also offers a range of sports clubs throughout the year.

Relationship and Sex Education (RSE)

The school's sex education policy is taught in a range of different subjects and is embodied in our health education policy (PSHE). This is a planned and continuous programme of work which takes place from Reception to Year 6.

Most of the work is carried out by class teachers who know your child well and who know and understand their individual needs. At times we invite outside visitors such as the community nurse and parents with babies to support us in these sessions.

We use a variety of resources which are evaluated by staff before being adopted for use. These include story books, poems, leaflets and videos. All materials are available for parents to view, as appropriate, at occasional parent meetings.

Parents are welcome to talk to the staff about the programme we provide and about any concerns they may have. The legal framework which schools must follow regarding sex education gives parents the right to withdraw their children from all or part of the sex education which is not part of the National Curriculum. Parents who wish to exercise this right should discuss this with the Headteacher and will be asked to re-confirm this each year.



Equal Opportunities

We subscribe to that part of the Director of Education, Libraries and Heritage's mission statement which states:

'Cambridge Local Education Authority's central purpose is to ensure that all pupils and students have equal access to high quality educational opportunities. Identifying and meeting the needs of our young people and other learners is the main concern of our organisation. We believe that all students are of equal value regardless of their sex, race, ability and background and that they are entitled to high standards of teaching throughout their education.'

The curriculum content therefore:

- gives equal validity to the variety of racial, ethnic, cultural and religious groups;
- involves aspects of a broad range of cultures;
- develops an awareness and respect for other cultures in a pluralist society.

In practice, this means that all children are treated equally and respected whatever their gender, ability, culture or religion.

Special Educational Needs

The school caters for the needs of all pupils with special educational needs. All teachers plan, set and mark work which is appropriate and relevant to the individual needs of pupils. The school has adopted the new SEND Code of Practice (2014) required by the Department for Education. The Special Educational Needs Coordinator (Inclusion Manager) is responsible for overseeing assessment and provision. She works in full partnership with children, parents and teachers.

All children are encouraged to consider their own special abilities in line with our school vision. The children are also encouraged to look for ways they can develop these abilities.

Assessment

All children are continuously assessed by their class teacher through daily lessons and more formal testing. This process aims to record progress and diagnose any problems that arise during the child's education and to consider what their next step in learning is. The assessments form the basis of the Autumn and Spring consultation sessions and the end-of-year report in the Summer term.

Children in Reception are assessed against the Early Years Foundation Stage Profile: an on-going assessment record which charts a child's skill level in the seven areas of the Foundation Curriculum.

Children in Year 1 take part in a Phonics Check during the Summer term.

Children in Year 4 will take part in a Multiplication Tables check during the Summer term.

Children in Year 6 are formally assessed by Standardised Assessment Tasks and Tests (SATs) during the Summer term.



Homework

At St. Paul's we aim to be flexible in our approach to homework to suit different individuals and their families. We believe that it allows children to take initiative and follow their own interests and style of learning. It can also enhance and embed what we are doing in the classroom.

Each term, children in Years 1-5 are given a Home Learning menu which can be brought into school to show the class teacher. Year 6 have a regular written homework. Children in Reception are given home tasks regularly.

Reading is best done daily, with increasing amounts as your child gets older.

Apart from the Home Learning menu and reading, homework may include amongst other things:

practising spellings
practising mental maths
Mathletics

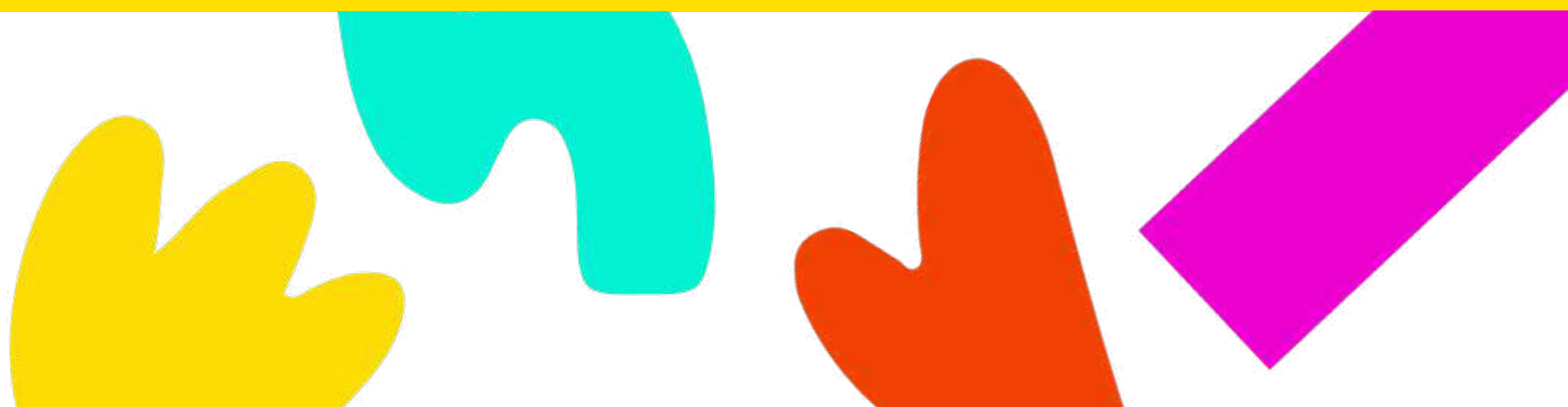
Educational Visits

During your child's time at St Paul's, he or she will participate in educational visits such as local walks, day visits, e.g. to museums, art galleries, environmental centres, sporting fixtures and residential visits, e.g. Kingswood. Educational visits are generally linked to the school curriculum and are planned by the class teachers. When local visits are to be made, we will normally inform parents. However, occasionally no notice will be given, e.g. taking children into Cambridge to assist with their project work. The teachers responsible for the visit act in loco parentis at all times and will give the care which any reasonable parent would give. Teachers will invite parents to help with supervision and will cancel any visit if there are insufficient adults.

Charging for School Trips

Under the Education Reform Act 1988, parents are invited to make voluntary contributions to help fund excursions. There is also a central fund to help parents if they have financial difficulties. The level of contribution required from parents will always be clearly shown in the note to parents, along with other relevant information about the forthcoming visit. In the exceptional circumstances of insufficient contributions being made, the school reserves the right to cancel the proposed visit and refund any contributions already received.

No child will be excluded from activities during school time through lack of funds.



Parent, Teacher, Friends' Association (PTFA)

The school has a flourishing PTFA which meets regularly and organises social, educational and fund-raising functions.

Evidence of their past success is to be seen not only in the extra resources they have provided for the school, but also in the amount of co-operation and support that exists between staff and parents.

Community involvement

We welcome and encourage community involvement in our school in many different ways. We are also very interested in what happens in the community and would welcome information about any relevant activities. We encourage children to see community involvement as a two-way process. The children have regular visits from people in the community such as the local clergy and work-experience students.

Parental Involvement

In addition to the PTFA, the school welcomes parental involvement in day-to-day activities and trips. Class teachers will advise parents when they need additional help (DBS checks and our volunteer registration process will be required).

Parents and School: a partnership

As a school we greatly value your partnership in developing the best education possible for your child. Therefore, we invite you to:

- support the school's aims;
- encourage self-discipline in your child and, by working with staff, develop strategies to manage any behavioural challenges that arise;
- ensure that your child attends school regularly and punctually;
- ensure that your child is ready to learn, particularly by helping them to have a good night's sleep before school;
- keep us informed of anything that happens at home which might cause changes in the behaviour or attitude of your child;
- speak to your child's class teacher if you have any concerns whatsoever;
- support school activities such as PTFA functions, educational evenings and consultation sessions.

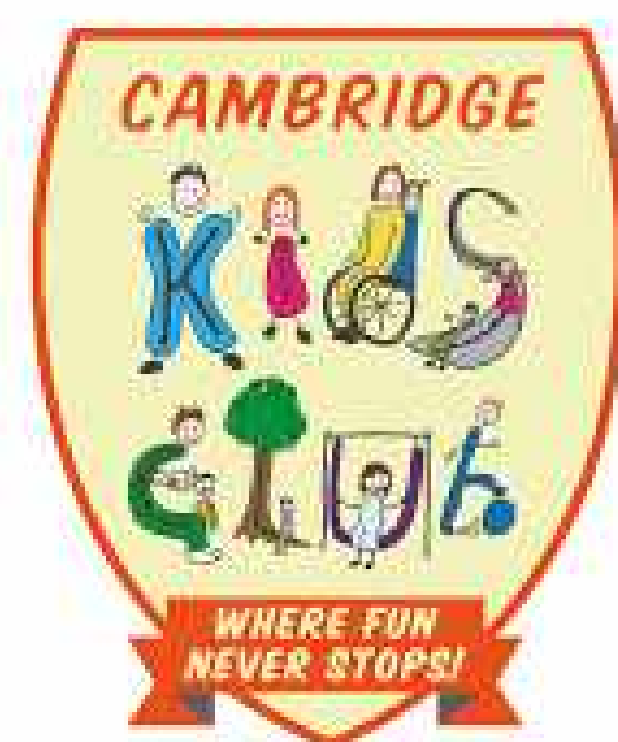
Additionally, parents are welcome to see their children's work at school on parents' evenings and at other times arranged in advance with the teacher.

Working together, we can help your child to have an enjoyable and fulfilling school experience.

After School Care

To support parents, we use Cambridge Kids Club who run our after school provision.

"As a childcare provider we understand that parents and carers need to be sure that their child (children) are looked after in a safe and friendly environment. We strive to provide quality care in a happy, safe and fun environment. We have a highly experienced and qualified team across all our clubs."





Welcome to
St Paul's .

